

Name: _____ Date: _____

***THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME* LITERARY ESSAY ASSIGNMENT**

Now that we have read *The Curious Incident of the Dog in the Night-time* we are going to write our own literary essay about the novel.

Select one of the following questions to guide your analysis of this novel:

1. At different points throughout the novel Christopher has a troubled relationship with both his mother and his father. Which parent do you think has overall been more supportive of him? Why/how?
2. Throughout the novel, it is apparent that Christopher's mind works differently than that of most young boys because of Asperger's syndrome. By the end of the novel, do you think that Christopher has learned to cope effectively with this diagnosis? Why or why not?

The essay must be between 3-5 pages in length, typed in 12-point Times New Roman font, double spaced, and correctly follow MLA guidelines for citation (including the use of a "Works Cited or Consulted" page). Refer to the booklet distributed in class to help you with this.

You must submit this assignment in 3 stages, as outlined below. All work must be submitted in hard copy, at the start of class (unless your teacher tells you otherwise), on the dates outlined below. ***THE FIRST TWO STEPS WILL BE EVALUATED AND WILL COUNT FOR HALF OF YOUR GRADE ON THIS ASSIGNMENT.***

1. Essay Outline, due on _____
2. Rough Draft, for peer editing, due on _____
3. Good copy, along with essay outline, rough draft, peer editing form, and rubric on _____

Remember to use our in-class discussions on essay format, thesis writing, and MLA guidelines to support you in this task. Also remember to make use of the comments from your teacher on your outline and those of your peers on your rough draft while completing your good copy, and to ask your teacher if you need any help throughout this process well before the due date.

The rubric on the reverse of this page will be used to evaluate your work.

Name: _____ Date: _____

CRITERIA	LEVEL R (0-4 Marks)	LEVEL 1 (5 Marks)	LEVEL 2 (6 Marks)	LEVEL 3 (7 Marks)	LEVEL 4 (8-10 Marks)
<u>Outline →</u> Generate, gather, and organize ideas and information to write for an intended purpose and audience	Outline is not submitted, is submitted but is partially complete, or does not contain a thesis, points and/or text examples which will not help to support a successful thesis	Outline contains a thesis which does not respond to one of the assigned questions, and points and text examples which will not help to support a successful thesis	Outline contains a thesis which somewhat responds to one of the assigned questions, and points and text examples which may help to support this thesis	Outline contains a thesis which responds to one of the assigned questions, and points and text examples which will help to support this thesis	Outline contains a well-developed thesis which responds to one of the assigned questions thoroughly, and points and text examples which will help to support this thesis
<u>Peer Edit →</u> Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	Rough draft is not complete or is partially complete for peer edit, student does not offer feedback for the essay they are reviewing, and/or does not incorporate feedback given into their own essay	Rough draft is complete for peer edit, student offers minimal feedback for the essay they are reviewing, and incorporates a minimal amount of the feedback they are given into their own essay	Rough draft is complete for peer edit, student offers feedback for the essay they are reviewing which is somewhat useful, and incorporates some of the feedback they are given into their own essay	Rough draft is complete for peer edit, student offers useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay	Rough draft is complete for peer edit, student offers thorough and useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay to a high degree
<u>Good Copy →</u> Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Essay is not submitted, is submitted but is partially complete, or is submitted but does not respond to the question with a thesis and use examples from the text as support	Essay vaguely responds to the question with a very loose thesis and uses few examples from the text to support it	Essay somewhat responds to the question with a loose thesis and uses some examples from the text to support it	Essay responds to the question with a developed thesis and uses several examples from the text to support it	Essay fully responds to the question with a well-developed thesis and uses several tight examples from the text to support it
<u>Good Copy →</u> Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience	Essay is not submitted, is submitted but is partially complete, or is submitted but does not meet any of the requirements in formatting and/or length, and contains several documentation, spelling and/or grammatical errors	Essay is submitted and contains few of the formatting requirements, is not the required length, and/or contains several documentation, spelling and/or grammatical errors	Essay is submitted and contains some of the formatting requirements, is almost the required length, and/or contains several documentation, spelling and/or grammatical errors	Essay is submitted and is in the required format, of the required length, and/or contains few documentation, spelling and grammatical errors	Essay is submitted and is in the required format, of the required length, and is virtually free of documentation, spelling and grammatical errors

Total: _____/40